

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

One of the objectives of teaching English for Senior High School students is to enable students to understand and create a variety of functional texts and monologues and short essay form procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, and review. The students learn many genres and the appropriate approach which can be applied is Genre-based Approach.

According to Lin (2006: 6), in Genre-based Approach, teaching and learning focuses on the understanding and production of selected genres of texts. Teaching and learning around genres have become increasingly influential in main stream of ELT in a number of situations, including primary, secondary, tertiary, professional, and community teaching contexts “involving native speakers of English as well as ESL and EFL learners”. Genre-based approach starts with the whole text as the unit in focus rather than the sentence. The focus on the whole texts implies that there is a higher level of order and patterning in language than just in sentence-grammar at the level of discourse organization and meta-patterning of grammatical features. Genre-based Approach emphasizes that this higher order must be attended to for effective language use. The specification of genres to be taught is based on the classification used by many systemic functional

linguists, especially in application to classroom teaching of English (Lin, 2006: 7).

*Kejar Paket C* program of *Sanggar Kegiatan Belajar* Surakarta is one of the school institutions which implements Genre-based Approach in the teaching and learning of English. Not all English teachers applied this approach in the English teaching and learning. Some of the teachers have not understood about this approach and they argued that it was still difficult to be applied in English teaching and learning.

Genre-based Approach is new approach in teaching English and it is adopted by the teacher at *Kejar Paket C* program of *SKB* Surakarta to teach English in the classroom. So the writer conducts a research entitled **“THE IMPLEMENTATION OF GENRE-BASED APPROACH IN ENGLISH TEACHING AT *KEJAR PAKET C* PROGRAM OF *SKB* SURAKARTA (AN ETHNOGRAPHY STUDY)”**.

## **B. Problem Statement**

Based on the background of the study above, the writer formulates the problem statement of this research, “ how is Genre-based Approach implemented in English teaching at *Kejar Paket C* program in *SKB* Surakarta?”. In order to answer this question, the writer proposed some subsidiary research questions as follows:

1. what is the learning objective of Genre-based Approach for the teaching of English at *Kejar Paket C* program in *SKB* Surakarta?

2. what is the syllabus design of Teaching English based on Genre-based Approach?
3. what is the material used in Genre-based Approach?
4. what are the procedures of English teaching using Genre-based Approach?

**C. Objective of the Study**

From the problem statement above, the objectives of the study are to:

1. describe the learning objective of Genre-based Approach for teaching of English at *Kejar Paket C* program in *SKB* Surakarta.
2. describe the syllabus design of Teaching English based on Genre-based Approach.
3. describe the material used in Genre-based Approach.
4. describe the procedures of English teaching using Genre-based Approach.

**D. Limitation of the Study**

In order this research is focused, the writer limits this research as follows:

1. the subjects of this research are limited to the second year students of *Kejar Paket C* program of *SKB* Surakarta.
2. the object of the research is the teaching learning process in English teaching using genre-based approach at *Kejar Paket C* program of *SKB* Surakarta in the second semester in 2010-2011 academic years. The

object of the research are focused only in the process of English teaching using genre, because the genre-based approach is new approach in teaching English so the writer want to know how far this approach is implemented by teacher.

#### **E. The Importance of the Study**

After the study has been completed, it is expected to give some importances theoretically and practically to the reader and the writer.

##### **1. Theoretical importance**

The importance of this research is to give significant input to the theories of teaching and learning English as a foreign language for the students, especially in the process of teaching and learning activities.

##### **2. Practical importance**

This research gives understanding for the implementation, the influence, and the effectiveness of Genre-based Approach. Hopefully, it will become a reflection to the teachers in the process of teaching and learning activities, for the researcher, she will have a direct experience and understanding of the use or the implementation of Genre-based Approach in English teaching.

#### **F. Research Paper Organization**

This research paper is divided into five chapters. Chapter I is an introduction, which consists of background of the study, problem statement, objective of the study, limitation of the study, importance of the study, and research paper organization.

Chapter II is review of related literature dealing with previous study, theoretical review, notion of Genre, notion of Genre-based Approach, kinds of texts, procedure of Genre-based Approach implementation, and School Level-based Curriculum.

Chapter III is research method which consists of type of the research, subject of the research, object of the research, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV is research finding and discussion. Research finding consists of learning objective, syllabus, material of teaching, and classroom procedure.

Chapter V is conclusion and suggestion that is followed by bibliography and appendix.

